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ABSTRACT

This report outlines the methodology developed by a project undertaken to gather data on client satisfaction with Technical and Further Education (TAFE) services in South Australia. These findings are reported: a system of collecting client satisfaction information is feasible and practical and such a system can be instituted largely at the college level. A discussion of development of the data collection strategy is followed by a section that describes the approach to gathering client satisfaction data. A seven-step procedure is presented: define information needs and client group; decide on type(s) of survey; select sample; modify instruments; administer survey; process and analyze data; and report results. The next section gives overviews of the suggested methodology for five recommended surveys. Other sections discuss estimated costs of the surveys, processing and analysis of data, and reporting of results. Setting of appropriate standards or satisfaction benchmarks is then addressed. The report concludes with a discussion of three implementation concerns: (1) responsibility for initiating client satisfaction surveys; (2) issues of timing and resource commitments; and (3) political and industrial relations issues. In the appendixes are the five survey questionnaires, cover letters, and follow-up letters. (YLB)

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Geoff Hayton
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PROJECT AIMS

In August, 1990 The South Australian Department of Employment and Technical and Further Education (DETAFE) commissioned the TAFE National Centre for Research and Development to undertake a project with the following aims:

1. to identify which measures of client satisfaction should be used by DETAFE;

2. to develop a cost effective methodology for gathering appropriate data on client satisfaction for subsequent use by TAFE authorities;

3. to verify and refine the methodology by an initial (pilot) survey of client satisfaction in South Australia;

4. to estimate the cost of client satisfaction surveys using the methodology developed.

The project was part of a broader initiative in DETAFE which was 'to introduce indicators of performance which will assist the Department, colleges, divisions and program management groups to plan, manage and report on their work'. (Strategic Priority 5.) Corporate Objectives and Strategic Priorities 1990-1992. (DETAFE 1990). As such this project was designed to pilot management tools (client satisfaction questionnaires) and a data collection method which would:

- enable the college management team to assess performance of programs offered within the college;

- enable the Program Management Group to assess performance of the program across the state; and

- provide a language or means for progressive accountability and program improvement.

This report outlines the methodology developed by the project and a series of recommended survey instruments and strategies for collecting information on client satisfaction. The full report of the project (Hayton et al 1991) is available from the Planning and Systems Division of DETAFE.

MAJOR FINDINGS

The project concluded in March 1991. *It demonstrated that a system of collecting client satisfaction information is feasible and practical. It has also demonstrated that such a system can be instituted largely at the College level.*

The results obtained by the pilot surveys suggest that valuable information for management purposes is generated - data which can inform the Department's strategic planning and budget formulation processes, and data which can, in part, satisfy internal and external accountability demands. At the College or Program Management Group level the data has additional value in terms of focusing marketing efforts, quality monitoring and control efforts, and in identifying aspects for improvement.

Collecting such data clearly involves the commitment of resources. The decision to adopt a system of collecting and reporting client satisfaction data is ultimately a decision for management to make, as it entails weighing up competing priorities within the Department and the benefits which may accrue from commitment of such resources.

DEVELOPMENT OF THE DATA COLLECTION STRATEGY

The data collection strategy for measurement of client satisfaction was developed in the following phases:

- consultation with key DETAFE staff;
- a survey of 83 members of DETAFE staff, comprising college management, central office division directors, senior lecturers, and PMG members;
- preparation of a draft strategy based on the results of the staff survey and on discussion with the Project Consultative Committee;
- testing of the strategy through pilot surveys of students and industry.

The survey of DETAFE staff found that groups differ in the use to which they intend to put client satisfaction data. Those groups giving highest priority to each use are listed below (in order):

• external accountability	-	Central Office Division Directors and the Planning and Program Management Committee
• internal accountability	-	Planning and Program Management Committee and Program Management Groups
• strategic planning	-	Central Office Division Directors, managers of cross program activities and Project Management Groups
• budget formulation	-	Central Office Division Directors and Program Management Groups
• monitoring quality	-	Senior teaching staff, managers of cross program activities, Program Management Groups
• quality improvement	-	Central Office Division Directors, managers of cross program activities, Program Management Groups, college directors and college management teams
• marketing	-	Senior teaching staff

Each respondent was also asked to rate the relative importance of items of information which could be collected from clients. These responses were used to guide the instrument development and data collection.

In terms of the students as clients, the priorities for attention from the survey in descending order of importance were:

1. graduates/course completers;
2. final year/completing students; and
3. withdrawn students.

In terms of employers, industry representatives and stakeholders as clients, two priority groups emerged. The first of these was employers of TAFE graduates, employers of current students and potential employers of TAFE graduates (for survey purposes these three groups may be sampled in the one survey). The second priority group was the current users of TAFE's fee-for-service training and consultancy services.

Based on initial consultation, the DETAFE staff survey results, and discussions with the Project Consultative Committee, a data collection strategy based on the following five surveys was approved:

1. former students who completed courses in the previous year ('graduates' or 'course completers');

2. students who expect to complete their courses this year ('final year students' or 'completing students');

3. students who have withdrawn from their courses this year ('withdrawers');

4. users of the college's fee-for-service courses and other training related services ('fee-for-service clients'); and

5. firms/organisations in the state within a particular industry or PMG area ('employers').

The first four were college-based surveys while the last one was a statewide survey.

To develop the data collection methodology, pilot surveys were conducted in November and December 1990 as follows:

1. A pilot survey of 1989 **course completers** from three program management group areas at Elizabeth College of TAFE. The three areas included Mechanical Engineering, Preparatory Education and Accounting.

2. A pilot survey of **final year/completing students** expected to complete their course in 1990 in the same three program management group areas at Elizabeth TAFE College.

3. A pilot survey of **students who withdrew** from their courses in the same three program management groups areas at Elizabeth College during 1990.

4. A pilot survey of **fee-for-service clients** of Elizabeth College in a different field of training, namely Business Studies.

5. A State-wide pilot survey of **industry** which drew on TAFE's general purpose training in Mechanical Engineering.

A pilot survey of final year students at Port Augusta College of TAFE was included also at a later stage to supplement survey number 2 (above).

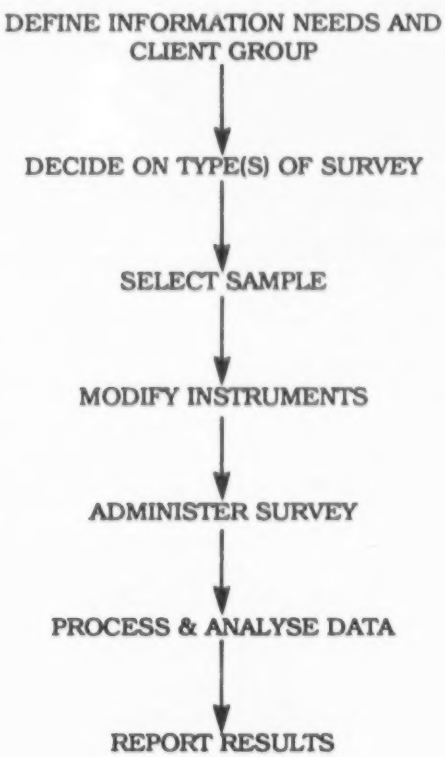
RECOMMENDED APPROACH

This section describes the approach to gathering client satisfaction data which is recommended by the project team. The description covers the following points:

- a seven step procedure;
- overview of the five surveys;
- estimated costs;
- processing and analysis of data; and
- reporting of results.

A seven step procedure

Altogether seven steps are required and these are:



The starting point for monitoring client satisfaction with TAFE services is to define the current information needs and the client population. This is a critical step. The usefulness of the survey depends upon a clear understanding of:

- the information required;
- who can best provide it.

TABLE 1 THE RANGE OF INFORMATION FROM EACH SURVEY

INFORMATION	TYPE OF SURVEY				
	Course Completers	Final Year Students	With-drawers	Fee-for-Service Users	Employers
Background information					
College	•	•	•		
Course	•	•	•		
Age	•	•	•		
Gender	•	•	•		
Group	•	•	•		
Schooling	•	•	•		
Study mode	•	•	•		
Sector				•	•
Employer size				•	•
Area of activity				•	•
TAFE services used				•	•
College satisfaction					
Overall college satisfaction*	•	•	•		
College services to be phased out	•				
Satisfaction with college facilities		•			
Satisfaction with college services		•			
Course or training satisfaction					
Overall course or TAFE training satisfaction*	•	•	•		•
Main reason for doing/starting course	•	•	•		
Course expectations met	•	•			•
Satisfaction with course or TAFE training aspects	•	•		•	•
Cost-value for money?*	•		•	•	•
Course outcomes	•	•			
Course recommendation	•	•	•		
Reasons for withdrawal					
Main reasons for withdrawing			•		
Main single reason for withdrawing			•		
Initial intention of completing course?			•		
Current employment					
Proportion of skills used in job	•				
Relevance of course to job	•				
Job obtained after starting course	•				
Assistance of study in obtaining job	•				
Further study	•				
Undertaken further study?	•				
Organisation enrolled in Current study related to TAFE course	•				
Satisfaction with training and other TAFE services	•				
Overall satisfaction with college paid services*				•	
Satisfaction with aspects of college paid services				•	
Most satisfactory aspects				•	•
Least satisfactory aspects				•	•
Improvements				•	•
Training Services that should be phased out				•	
Employers awareness of courses and other services					
Awareness of courses					•
Awareness of fee-for-service courses				•	
Awareness of consulting services				•	
Additional information desired					•
Training services from other college(s)?				•	

* Note: These are the key indicators of client satisfaction and these are recommended for monitoring over time.

The choice of survey depends on the range of information required and the resources available for the survey(s). Table 1 gives an overview of the range of information obtained by each survey.

If adequate time, money and expertise are available, it is recommended that more than one survey be undertaken to give a comprehensive and reliable view of client satisfaction.

Information on the other steps involved is given in the following sections.

Overview of the five surveys

The recommended approach is based on the five surveys mentioned previously. The following boxes give overviews of the suggested methodology for the five surveys. Further details of the methodology may be obtained from the full report (Hayton et al 1991).

Accompanying this report are copies of:

- the five questionnaires;
- covering letters; and
- follow-up letters.

Each of these may be modified to suit the particular college or area involved in future surveys.

The overviews suggested October or November as the preferable time to administer the surveys. By standardising the timing of the surveys, the comparability of results from year to year and across colleges or programs is improved. October and November were selected because they fit well into the 'academic cycle' of most TAFE courses (e.g. most course completers would have been in employment or further study for nearly a year after graduation).

COURSE COMPLETERS SURVEY

INITIATING UNIT: College Director, Head of School or Senior Lecturer.

TARGET POPULATION: All people who completed a particular course in the previous year at a particular college.

PROCEDURE FOR ESTABLISHING POPULATION: Extract names and addresses of all graduates/completers of the course from college records.

CENSUS OR SAMPLING PROCEDURES: A census of all completers of the course is to be taken, except where the number of completers of the course exceeds 200, when a simple random sample of 200 people should be selected.

INSTRUMENT REQUIRED: The recommended instrument of six pages is included in the computer disk accompanying this summary. It includes questions on:

- the respondent;
- satisfaction with course;
- current job; and
- any further study.

KEY QUESTIONS: The following key questions, which should be included in standardised form, include:

- In general, how satisfied were you with the course?
- In general, did you consider that the costs of the course were reasonable for what you received?
- In general, how satisfied were you with the College?

DATA COLLECTION METHOD: Survey by post, with self-completion questionnaire, covering letter from College Director and reply-paid envelope enclosed. A follow-up letter is to be sent one to two weeks later.

TIMING OF DATA COLLECTION: Course completers are to be surveyed six to twelve months after completion of their course, - preferably in October or November.

COMPLETING STUDENTS SURVEY

INITIATING UNIT: College Director, Head of School or Senior Lecturer.

TARGET POPULATION: All people who currently are completing the final year or final part of a particular course at a particular college.

PROCEDURE FOR ESTABLISHING POPULATION: Senior lecturer to identify which classes contain completing students for the particular course.

CENSUS FOR SAMPLING PROCEDURE: A census is to be taken of all students attending the identified classes in a selected week.

INSTRUMENT REQUIRED: The recommended instrument of six pages is included in Appendix A accompanying this report. It includes questions on :

- the respondent;
- satisfaction with course; and
- satisfaction with college.

KEY QUESTIONS: The following key questions, which should be included in standardised form, include:

- In general, how satisfied are you with the course?
- In general, how satisfied are you with the College?

DATA COLLECTION METHOD: The questionnaire is to be distributed to all students attending the identified classes in the selected week. The students are to be asked to complete the questionnaire and return it during the class time. A college administrative officer is to distribute and collect the questionnaires where appropriate, with the co-operation of the class lecturer.

TIME OF DATA COLLECTION: Completing students are to be surveyed in October or November, except for those courses which do not run in October or November, when another suitable time is to be selected, preferably just prior to the conclusion of the course.

WITHDRAWERS SURVEY

INITIATING UNIT: College Director, Head of School or Senior Lecturer.

TARGET POPULATION: All people who withdrew from a particular course at a particular college during the current year.

PROCEDURE FOR ESTABLISHING POPULATION: Extract names and addresses of all course withdrawers from college records. If this information is not available, select one core subject in each year or semester of the course, and extract names and addresses of subject withdrawers. A filter question should be included in the survey to isolate subject withdrawers who have also withdrawn from the entire course.

CENSUS OR SAMPLING PROCEDURE: A census of all withdrawers from the course is to be taken, expect where the number of withdrawers exceeds 400, when a simple random sample of 400 people should be selected.

INSTRUMENT REQUIRED: The recommended instrument of five pages is included in Appendix A accompanying this report. It includes questions on:

- the respondent;
- reasons for withdrawing; and
- satisfaction with course.

KEY QUESTIONS: The following key questions, which should be included in standardised form, include:

- In general, how satisfied were you with the section of the course you completed?
- In general, how satisfied were you with the College?

DATA COLLECTION METHOD: Survey by post with self-completion questionnaire, covering letter from College Director, and reply-paid envelope enclosed. A follow-up letter is to be sent one to two weeks later.

TIMING OF DATA COLLECTION: Course withdrawers are to be surveyed within 12 months of withdrawing - preferably in October or November.

FEE-FOR-SERVICE CLIENTS SURVEY

INITIATING UNIT: Manager of fee-for-service unit, or College Director.

TARGET POPULATION: All fee-for-service clients of the particular unit or college section, who have used paid services within the past twelve months.

PROCEDURE FOR ESTABLISHING POPULATION: Extract names and addresses of clients from unit records or college records.

CENSUS OR SAMPLING PROCEDURE: For the particular unit or college section, a census of all clients who have used paid services within the past twelve months is to be taken, expect where the number of clients exceeds 300, when a simple random sample of 300 clients should be selected.

INSTRUMENT REQUIRED: The recommended instrument of four pages is included in Appendix A accompanying this report. It includes questions on:

- the client's organisation; and
- satisfaction with paid services.

KEY QUESTIONS: The following key questions, which should be included in standardised form, include:

- Overall, how satisfied is your firm/organisation with the College's paid service to industry?
- In general, did you consider that the costs of the services provided were reasonable for what you received?

DATA COLLECTION METHOD: Survey by post with self- completion questionnaire, covering letter from manager of fee-for-service unit/College Director, and reply-paid envelope enclosed. A follow-up letter is to be sent one to two weeks later.

TIMING OF DATA COLLECTION: Clients are to be surveyed within 12 months of using paid services - preferably in October or November.

EMPLOYERS SURVEY

INITIATING UNIT: Program Management Groups, or Central Office Division.

TARGET POPULATION: Representatives of firms or organisations which employ, or could employ, TAFE students or course completers in a particular industry or occupation.

PROCEDURE FOR ESTABLISHING POPULATION: Obtain the most comprehensive and appropriate list of firms/organisations and addresses and/or telephone numbers from one or more of the following:

- ABS;
- ICTC;
- Industry Training Committees;
- TAFE colleges/ schools;
- employer associations and unions;
- marketing consultants; and
- yellow pages.

CENSUS OR SAMPLING PROCEDURE: For the particular industry or occupation, a census of all firms/organisations is to be taken, except where the number of firms/organisations exceeds (a) 400 (for a mail survey), or (b) 120 (for a telephone survey) (the alternative data collection methods are outlined below) when a disproportionate stratified sample (weighted in favour of larger organisations) of (a) 400, or (b) 120 firms/organisations should be selected.

INSTRUMENT REQUIRED: The recommended instrument of four pages is included in Appendix A accompanying this report. It includes questions on:

- the firm/organisation;
- satisfaction with TAFE training; and
- awareness of TAFE courses.

KEY QUESTIONS: The following key questions, which should be included in standardised form, include:

- In general, how satisfied is your firm/organisation with TAFE's training?
- In general, do you consider that the costs of TAFE's training are reasonable for what is received?

DATA COLLECTION METHOD: EITHER (a) survey by post with self-completion questionnaire, covering letter from Chief Executive Officer, and reply-paid envelope enclosed. A follow-up letter is to be sent one to two weeks later; OR (b) conduct a telephone survey of representatives of each listed firm/organisation. Undertake one follow-up call of each firm/organisation when needed.

TIME OF DATA COLLECTION: Employers are to be surveyed in October or Novemb[illegible].

Estimated costs

The approximate costs of the surveys are given in Table 2. These estimates assume that 100 respondents are to be obtained, that response rates are similar to those obtained in the pilot surveys of this project, and that the method used is similar to the recommended method.

TABLE 2 APPROXIMATE DATA COLLECTION COSTS OF THE FIVE SURVEYS

TYPE OF SURVEY	ASSUMPTIONS				APPROX. COST*
	Method	Response Rate	Gross Sample	Net Sample	
1. Graduates	Mail	60%	167	100	$1020
2. Final Year Students	In-class	90%	111	100	$ 230
3. Withdrawers	Mail	30%	333	100	$1160
4. Fee-for-Service Clients	Mail	40%	250	100	$ 480
5a. Employers	Mail	30%	333	100	$ 870
5b. Employers	Telephone	90%	111	100	$1410

* Note: Costs include staff time costed at $30 per hour, postage and printing, but exclude computing costs (i.e. processing and analysis) and overheads. Staff time allows two hours for simple modification of instruments. Estimates based on 1991 costs.

Processing and analysis of data

The surveys have been designed so that responses to most of the questions may be analysed by computer. This will involve the following steps:

- coding - converting words into numeric or alpha-numeric data;
- data entry - converting words into magnetic form, by entering into computer;
- data checking - checking the accuracy of the data entered;
- statistical analysis - analysis of data, preparation of tables and charts, and the drawing of statistical inferences.

These tasks may be undertaken by staff with appropriate computing and statistical skills or may be contracted out to one or more data entry/data analysis consultants. Data analysis specifications for each of the five surveys have been provided in the full report.

The open-ended questions require separate analysis. At the simplest level all the written comments from respondents for a particular question may be typed and consolidated for perusal. Further analysis could involve classifying comments based on content and then preparing a frequency distribution. Typical comments for each category also could be reported.

Reporting of results

The client satisfaction surveys generate a wealth of information, but this information is not

of equal interest or value to everyone within the organisation. Without some filtering of that information certain individuals will be overwhelmed by data. What is required is a strategy to report key information only to appropriate officers, on the understanding that additional information is available at another level which may clarify or expand summary data.

The second point to note is that current responsibility for addressing quality control issues has already been defined in the system. We would recommend that reporting of results reinforce these quality control responsibilities of colleges, divisions and program management groups by ensuring that:

- the organisational units receive the information they need to exercise their function;
- these units are given the responsibility and time for taking appropriate corrective action.

Accordingly the greatest wealth of information would be concentrated at the college level, with the principal, heads of schools and lecturers. Summary or aggregated information would then be channelled to Directors of Central Office Divisions and Program Management Groups with state-wide planning and management functions.

To avoid overwhelming this second tier, we recommend that the Department consider adopting an 'exception reporting system'. This would entail defining an acceptable range of performance on each variable, and requiring lower-level managers to report those highest and lowest cases by program and college which fall outside the band of acceptable performance. This approach also could satisfy the CEO's information requirement.

A further point to note is the need for reports to include interpretation of satisfaction indicators. Interpretation should be based on local knowledge of the reasons behind any large variations and appropriate statistical analysis of data. For college-based surveys it is recommended that a person from the college, such as the appropriate head of school, provide a brief written explanation of any 'high' or 'low' cases that are reported up through the system. For the statewide surveys, this role could be filled by the PMG.

For key satisfaction indicators reported up through the system, it is recommended that a person qualified in statistics in central office undertake appropriate analysis to provide further interpretation. One way of avoiding incorrect conclusions is to give sampling error ranges for each of the key satisfaction indicators presented in any report.

The student-based questionnaires sought uniform responses on two items which we recommend be adopted as the key performance indicators which are monitored over time and reported up through the system. These two indicators are:

a) student satisfaction with the college; and
b) student satisfaction with the course.

In terms of reporting results of the system, we further recommend that students' satisfaction with the course be aggregated to the program level by the college. This will circumvent some of the concerns of individual lecturers about this technique being a form of personal appraisal system. However, some concerns may remain on how the information is used within the college.

In terms of industry responses on training offered within a program area (statewide survey) we recommend two indicators be adopted, monitored over time and reported up through the system:

a) the firm/organisation satisfaction with TAFE's mainstream training in the specified field (Q.6); and

b) the firm/organisation's rating of the value for money of TAFE's training (Q.viii).

For college-based surveys of fee-for-service clients we recommend two similar indicators be adopted, monitored over time and reported up through the system:

c) the satisfaction of firms/organisations using TAFE's fee-for-service training or consultancy services (Q.7); and

d) the firm/organisation using TAFE's customised services (fee-for-service training/consultation) rating of the value for money of those services (Q.6,viii).

Again, in terms of reporting results up through the system, we further recommend that (c) and (d) representing a college's business clients responses be aggregated when appropriate to the program level by the college.

Examples of client satisfaction data

The client satisfaction surveys have the potential to generate a large amount of information. However, most of this information would only be useful at the college level. The following tables and figures give examples of how the key indicators of client satisfaction and other selected variables might be presented. All percentages presented, although fictitious, are within 10% of the results obtained from the pilot surveys.

TABLE 3 OVERALL STUDENT SATISFACTION WITH COLLEGE - COLLEGE 'A' AND COLLEGE 'B'

COLLEGE QUESTION	OVERALL COLLEGE SATISFACTION (1991)			NUMBER SURVEYED
COLLEGE 'A'	% SATISFIED	% NEUTRAL	% DISSATISFIED	
Course Completers	73 (67 to 79)	21 (15 to 27)	6 (0 to 12)	210
Completing Students	67 (61 to 73)	32 (26 to 38)	1 (0 to 7)	225
Withdrawers	79 (69 to 89)	18 (8 to 28)	4 (0 to 14)	66
COLLEGE 'B'				
Course Completers	89 (81 to 97)	9 (1 to 17)	2 (0 to 10)	59
Completing Students	93 (87 to 99)	6 (0 to 12)	1 (0 to 7)	68
Withdrawers	72 (60 to 84)	16 (4 to 28)	12 (0 to 24)	56

* Note: Ranges of uncertainty due to sampling (at 95% confidence level) are given in brackets.

FIGURE 4 STUDENT SATISFACTION WITH COLLEGE 'A' - 1991 TO 1993

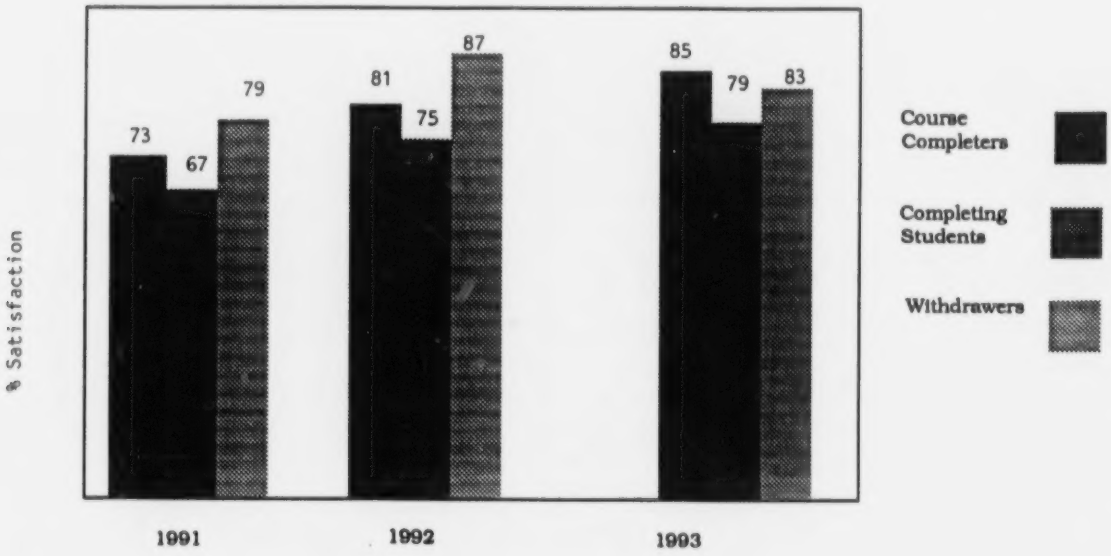


TABLE 5 OVERALL STUDENT SATISFACTION WITH COURSE AND VALUE FOR MONEY - COLLEGE 'A'

PROGRAM	OVERALL COURSE SATISFACTION (%)			COURSE - VALUE-FOR-MONEY (% YES/NO)*		NUMBER SURV-EYED
	% Satisfied	% Neutral	% Dissatisfied	% 'Yes'	% 'No'	
MECH.ENGINEERING						
Course Completers	82	18	0	88	12	66
Completing Students	63	33	4	87	13	84
Withdrawn Students	59	0	41	82	18	56
ACCOUNTING						
Course Completers	90	10	0	97	3	83
Completing Students	75	25	0	89	11	97
Withdrawn Students	72	22	6	86	14	95
PREP. EDUCATION						
Course Completers	84	11	5	100	0	61
Completing Students	89	11	0	100	0	44
Withdrawn Students	60	40	0	80	20	55

* Note: In the course completers survey and withdrawn students survey, this question was worded as 'costs reasonable for what you received'.

TABLE 6 STUDENT SATISFACTION WITH ASPECTS OF COURSE - COLLEGE 'A'

PROGRAM AREA	% OF 'GOOD' RATINGS						NUMBER SURVEYED
	HELP IN SELECTION OF COURSE/ SUBJECTS	COURSE LECTURER ORGANI-SATION	UP-TO-DATE SUBJECT CONTENT	FAIRNESS OF ASSESS-MENTS	TEACHING OF THEORY LESSONS	TEACHING OF PRACTICAL LESSONS	
MECH. ENGINEERING Course Completers	58	58	78	70	-	-	76
Completing Students	35	48	58	46	36	58	84
ACCOUNTING Course Completers	51	58	60	60	-	-	73
Completing Students	49	61	78	61	39	48	77
PREP. EDUCATION Course Completers	82	79	89	78	-	-	61
Completing Students	75	91	95	91	86	86	64
COLLEGE OVERVIEW Course Completers	61	63	74	68	-	-	210
Completing Students	45	58	69	56	44	60	225

TABLE 7 FEE-FOR-SERVICE CLIENT SATISFACTION WITH SERVICE AND VALUE FOR MONEY - COLLEGE 'A'

FEE-FOR-SERVICES PROGRAM	OVERALL SATISFACTION WITH SERVICE			VALUE FOR MONEY			N SURVEYED
	% Satisfied	% Neutral	% Dissatisfied	% Good	% Fair	% Poor	
Training Needs Analysis	75	25	0	45	55	0	103
Business Courses	100	0	0	75	25	0	95

TABLE 8 SUMMARY OF INDUSTRY SATISFACTION WITH TAFE'S MECHANICAL ENGINEERING TRAINING

LEVEL OF TRAINING PROVIDED BY TAFE	OVERALL SATISFACTION WITH TAFE TRAINING			VALUE FOR MONEY			NO. SURVYD
	% Satisfied*	% Neutral	% Dissatisfied	% Good	% Fair	% Poor	
OPERATOR-LEVEL	33 (20 to 46)	60 (47 to 73)	7 (0 to 43)	33	56	11	57
TRADE LEVEL	64 (55 to 73)	25 (16 to 34)	11 (2 to 20)	46	50	4	105
ADVANCED TRADE/ TRADE TECHNICIAN	40 (27 to 53)	40 (27 to 53)	20 (17 to 37)	20	67	13	60
PARAPROFESSIONALS	65 (53 to 77)	29 (17 to 41)	6 (0 to 18)	54	38	8	68
OVERVIEW OF MECHANICAL ENGINEERING TRAINING	55 (49 to 61)	34 (28 to 40)	11 (7 to 15)	41	52	7	290

* Note: Ranges of uncertainty due to sampling (at 95% confidence level) are given in brackets

SATISFACTION BENCHMARKS

Performance Indicators are related to a standard of performance (or benchmark) in order to judge whether the level of performance achieved is satisfactory or not.

Setting appropriate standards is a task in itself. The search for standards typically explores such possibilities as:

- trends over time or previous performance levels attained;
- norms from comparable programs elsewhere (by other colleges, other TAFE agencies in Australia, and other TAFE-like systems internationally);
- standards of good practice set by professional bodies or experts.

The field of client satisfaction with TAFE's services and its colleges is in its infancy and none of the above possibilities would seem to offer much guidance. Some work has been done by the NSW Department of TAFE on student and industry satisfaction with TAFE courses (but not the college). For example, student satisfaction levels between 52% and 86% were reported for information technology courses in 1989. Information technology industry representatives were mostly satisfied with NSW TAFE's training for the industry: 14% were 'very satisfied' and 76% were 'satisfied'.

We recommend therefore that management at the college and/or central office negotiates and determines targets (management-set standards of performance). The results of this project in terms of the program areas surveyed provide some leads in terms of:

- giving base-line data for trends-over-time standards; and
- setting indicative parameters of current satisfaction levels which can be tested or challenged over time.

IMPLEMENTATION ISSUES

The project highlighted a number of matters which we suggest warrant senior management consideration before DETAFE decides to proceed with collection of client satisfaction data or not. These concerns include:

- responsibility for initiating client satisfaction surveys;
- issues of timing and resource commitment; and
- political and industrial relations issues.

Responsibility for initiating client satisfaction surveys

There are a number of collections which can be confidently undertaken at the college level, and where it is most appropriate for those surveys to originate given the current student record system and the fee-for-service records. These surveys are:

- survey of course completers;
- survey of current students;
- survey of withdrawn students;
- survey of clients of the college's fee-for-service (training/consultancy) activities.

Responsibility for conducting a system-wide industry survey could be exercised by one of the following parties:

a) the appropriate Program Management Group;

b) the Curriculum Services Division;

c) the Industrial and Commercial Training Commission (ICTC).

If the decision is taken by management to pursue a centralised, co-ordinated approach to securing industry/employer satisfaction with TAFE's training, then it would be advisable to deter colleges from conducting their own local survey of that particular industry/employer group while the state-wide survey is being conducted or is imminent. The obvious pitfall to avoid is confusing industry representatives with a flurry of questionnaires originating from Central Office and a number of colleges. The situation would probably lead to a lower response rate than might otherwise occur.

Once senior management has determined where responsibility for monitoring the various types of client satisfaction lies, the roles and duties of individuals, teams or units in the TAFE system will need to be revised. Inclusion of responsibilities for monitoring client satisfaction will need to be incorporated into the duty statements of managers and staff, for example.

Furthermore if college management is to be charged with obtaining client satisfaction data then college management will require:

- duty statements with greater emphasis on program monitoring/evaluation for many staff members in promotions positions reflecting this function;
- a simply written step-by-step guide on how to conduct each survey proposed;
- staff development for those involved including educational management and support staff; and

- access to an 'expert' for advice on problems (e.g. sampling requirements) which may arise.

Issues of timing and resource commitments

The longer term perspective provided by performance indicators offers an important advantage over traditional evaluation methods which are more appropriate for specific problems or particular initiatives. As TAFE will continue in the medium to long-term to offer courses to students in roughly similar fields to those presently offered, maintaining time series data on levels of client satisfaction on a regular basis provides a valuable time perspective on TAFE's training efforts and improvement initiatives. Maintaining time series data (i.e. surveying the same client groups at regular times over the years) requires two conscious decisions:

- the standardisation of the indicator (in our case, key client satisfaction questions, definitions, data collection units and methods of data collection);
- determination of regular planned data collection cycles (i.e. frequency and timing of survey).

The survey methodology entailed in collecting client satisfaction responses involved the commitment of significant resources at the college or central office level or both. These resources include staff time, costs associated with printing instruments, mailing out and particular expertise required of staff or the provision of training to ensure such expertise amongst current staff, computing time etc. These same resources could be used to address other competing resource demands in the system. There is inevitably an opportunity cost associated with the decision to commit resources to monitoring client satisfaction. If resources are dedicated for this purpose then considerable pay-offs in terms of accountability and program involvement will be expected.

If we assume that the decision to make such a resource commitment is made then five approaches become apparent:

1. monitor *all* teaching/learning activities or programs on an annual basis;
2. monitor *some* teaching/learning activities or programs on an annual basis;
3. monitor *all* teaching/learning activities or programs on a planned longer cycle basis (say every 2-3 years);
4. monitor *some* teaching/learning activities or programs on a planned longer cycle basis (say every 2-3 years);
5. a combination of 2 and 4.

The relative resource implications of these choices are quite evident. The first approach is the most costly while the fourth approach is the least costly. In reaching decisions about the frequency of data collection efforts the following factors may need to be taken into account:

- centrality of the program to Government priorities and initiatives;
- centrality to current award restructuring developments;
- level of public concern expressed in Ministerial representations, media coverage, complaints, etc.;
- stage reached in a program's life cycle (i.e. introductory phase, well established, rationalisation or winding back/out phase);

- program staff commitment to improvement and refinement; and
- program staff's perception of the need for prompt responsiveness to customer needs as may apply in the fee- for-service area.

The decisions ultimately taken about the extent and frequency of the client satisfaction monitoring process needs to be documented in a rolling program monitoring/review plan showing current and future years. We recommend that DETAFE develop such a plan. The plan should document the cyclical collection effort across programs and sites, and should be circulated through management for their information. Responsibility for the on-going project management of the Plan (i.e. ensuring that the Plan is duly executed by all parties) and for periodic review and amendment of the rolling plan in the light of changing circumstances, needs to be assigned to officer(s) within the system.

It is worth adding that summary information generated by the Client Satisfaction Monitoring Plan needs to be brought forward to inform DETAFE's Strategic and Operational Planning efforts.

Political and industrial relations issues

To justify the collection expense, there must be a commitment by all levels of management to using the results for program improvement as well as public accountability purposes. The capacity of managers (whether they be college or central office managers) to monitor performance across the system, across programs and sites and even down to the classroom level, is greatly enhanced by client satisfaction measures. Managers' capacity to account publicly for resource use, the quality of process employed and student outcomes is similarly enhanced by the data derived from the set of student questionnaires piloted in this exercise.

Whether rewards and sanctions will flow from a more informed knowledge amongst managers of the performance of sub-systems raises a set of issues which will need to be negotiated amongst key players in the process. Controversy may be expected if rewards or sanctions are invoked without sensitivity for above- and below-average performance. Such controversy could take the form of staff unwillingness to co-operate in the data collection effort to, in the worst case, efforts to corrupt data.

We suggest that the implementation of a system of reporting client satisfaction measures pays attention to the following principles:

- careful negotiation with unions;
- consultation with TAFE staff so that staff are informed of why client satisfaction surveys are being undertaken and so that the most effective ways of conducting the surveys are developed;
- provision of training for those involved in data collection, data analysis and report preparation;
- proper acknowledgment of this function in terms of amended duty statements and resourcing of this monitoring effort;
- a climate set by management of trust and improvement rather than of suspicion and sanctions;
- a management commitment to let those responsible for exercising a quality control function have the time and the responsibility to act on results and take corrective action themselves; and
- a management commitment not to use this monitoring system as a staff

appraisal system. Management should focus on trends over time, and responses at the program level rather than direct their attention to the individual class and, by extension, its teacher.

REFERENCES

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2. **New South Wales Department of TAFE (1990).** ' TAFE's performance in providing training for industry' article in; **Annual Report**, 1990 pp. 63-72.

3. **South Australian Department of Employment and TAFE (1990). Corporate Objectives and Strategic Priorities 1990-1992.** Adelaide: SADETAFE.

A. SURVEY QUESTIONNAIRES AND COVERING LETTERS

SOUTH AUSTRALIAN DEPARTMENT OF EMPLOYMENT, TECHNICAL AND FURTHER EDUCATION

STUDENT SURVEY

We are seeking your assistance in this survey of students in the final part of their course. We want to find out how satisfied you are with the course you are doing. This will help us to provide a better service to future students and to be more responsive to their needs.

The information gathered will be handled in strict confidence. Names will not be recorded against or associated with responses.

Thank you very much for your time and co-operation. If you would like to ask any questions about the survey or have additional relevant information, please call Philip Loveder on 332 7822.

To answer the questions please place a tick in the appropriate box, or write your response in the space provided. We would particularly like you to tell us, in the spaces for comments, what was very good or poor and why. For example, if you consider that the course provided you with ready access to modern equipment please let us know.

ABOUT YOU

OFFICE USE
ISSAS COURSE CODE ☐☐☐
COLLEGE CODE ☐☐

1. Which TAFE course did you complete last year?
   Full title of course: _____

2. College: _____

3. What is your gender (sex)?
   (Tick one box only)

   Male . . . . . ☐ 1 Female . . . . . ☐ 2

4. How old are you?
   (Tick one box only)

   15-17 yrs ☐ 1 26-30 yrs ☐ 4 51 and over ☐ 7
   18-20 yrs ☐ 2 31-40 yrs ☐ 5
   21-25 yrs ☐ 3 41-50 yrs ☐ 6

   ☐ 1 to 7

5. What level of secondary school did you complete?
   (Tick one box only)

   Less than Year 10 ... ☐ 1 Year 10 ... ☐ 2 Year 11 ... ☐ 3 Year 12 ... ☐ 4

6. Do you consider you belong to any of the following groups?
(Tick one box for each)

		YES	NO
6a.	Aborigines or Torres Strait Islanders	☐ 1	☐ 2
6b.	People from non-English speaking backgrounds	☐ 1	☐ 2
6c.	People with physical or intellectual disabilities	☐ 1	☐ 2

ABOUT YOUR TAFE COURSE

7. Are you near the end of a TAFE course?
(Tick one box)

Yes . . . . . ☐ 1 No . . . . . ☐ 2

If you ticked 'No' and are less than halfway through your course, please do not complete any more questions but return this questionnaire in the envelope provided to your lecturer. Thank you for your help.

8. What was the MAIN reason for doing this course?
(Place the appropriate number in the box)

1. To get a job
2. Requirement of my job
3. To get a better job or promotion
4. To get extra skills for my present job
5. To try for a different career
6. To get into another course
7. For personal development
8. Just for interest
9. Other (please say why)_____

_____

☐ 1 to 9

9. In general, how satisfied are you with the course?
(Tick one box only)

Satisfied ..... ☐ 1 Neutral ..... ☐ 2 Dissatisfied..... ☐ 3

COMMENTS _____

_____

10. How would you rate the following aspects of your course?
(Tick one box for each and comment about anything you feel strongly about)

(NOTE: If the different parts of your course varied a great deal try to give an 'overall' rating)

		GOOD	FAIR	POOR
10a.	Help in selection of course and subjects	☐ 1	☐ 2	☐ 3
	COMMENTS: _____			
10b.	The lecturer's organisation	☐ 1	☐ 2	☐ 3
	COMMENTS: _____			
10c.	Up to date subject content	☐ 1	☐ 2	☐ 3
	COMMENTS: _____			
10d.	Fairness of assessments	☐ 1	☐ 2	☐ 3
	COMMENTS: _____			
10e.	Teaching of theory lessons (if applicable)	☐ 1	☐ 2	☐ 3
	COMMENTS: _____			
10f.	Teaching of practical lessons (if applicable)	☐ 1	☐ 2	☐ 3
	COMMENTS: _____			

11. In general, how satisfied are you with the College?
(Tick one box only)

Satisfied ..... ☐ 1 Neutral ..... ☐ 2 Dissatisfied ..... ☐ 3

COMMENTS _____

_____

12. How would you rate these college facilities?
(Tick one box for each and comment about anything you feel strongly about)

		GOOD	FAIR	POOR	I DID NOT USE THIS
12a.	Lecture Rooms	☐ 1	☐ 2	☐ 3	☐ 4
	COMMENTS: _____				
12b.	Study rooms	☐ 1	☐ 2	☐ 3	☐ 4
	COMMENTS: _____				
12c.	Laboratories/workshops	☐ 1	☐ 2	☐ 3	☐ 4
	COMMENTS: _____				
12d.	Adequacy of equipment	☐ 1	☐ 2	☐ 3	☐ 4
	COMMENTS: _____				
12e.	Adequacy of resources	☐ 1	☐ 2	☐ 3	☐ 4
	COMMENTS: _____				
12f.	Level of safety	☐ 1	☐ 2	☐ 3	☐ 4
	COMMENTS: _____				

13. How would you rate the following college services?
(Tick one box for each line)

		GOOD	FAIR	POOR	NO EXPERIENCE OF THIS
13a.	Counselling services	☐ 1	☐ 2	☐ 3	☐ 4
	COMMENTS: _____				
13b.	Vocational/remedial support	☐ 1	☐ 2	☐ 3	☐ 4
	COMMENTS: _____				
13c.	Child care services	☐ 1	☐ 2	☐ 3	☐ 4
	COMMENTS: _____				
13d.	College Administration	☐ 1	☐ 2	☐ 3	☐ 4
	COMMENTS: _____				
13e.	Enrolment procedures	☐ 1	☐ 2	☐ 3	☐ 4
	COMMENTS: _____				
13f.	Library resource centre	☐ 1	☐ 2	☐ 3	☐ 4
	COMMENTS: _____				
13g.	Bookshop	☐ 1	☐ 2	☐ 3	☐ 4
	COMMENTS: _____				
13h.	Cafeteria	☐ 1	☐ 2	☐ 3	☐ 4
	COMMENTS: _____				
13i.	Sporting/social provision	☐ 1	☐ 2	☐ 3	☐ 4
	COMMENTS: _____				

14. Has doing this course changed any of the following things about you?
(Tick one box for each row)

		YES	NO	NOT APPLICABLE
14a.	My prospects for getting a job have improved	☐ 1	☐ 2	☐ 3
14b.	I can do my present job more successfully	☐ 1	☐ 2	☐ 3
14c.	My prospects for getting a better job have improved	☐ 1	☐ 2	☐ 3
14d.	I am better prepared to go on to another course	☐ 1	☐ 2	☐ 3
14e.	I have greater confidence in my skills and abilities	☐ 1	☐ 2	☐ 3
14f.	It has helped me in life generally	☐ 1	☐ 2	☐ 3

COMMENTS: _____

_____

15. Would you recommend this course to a friend?
(Tick one box only)

Yes . . . . . ☐ 1 No . . . . . ☐ 2

16. If you would like to add any comments about your college or your course please write it here:

_____

_____

_____

_____

THANK YOU FOR COMPLETING THIS QUESTIONNAIRE

Please put it in the envelope provided and give it to your lecturer or a college administrative officer.

SOUTH AUSTRALIAN DEPARTMENT OF EMPLOYMENT, TECHNICAL AND FURTHER EDUCATION

SURVEY OF COURSE COMPLETERS

We are seeking your assistance in this survey of people who completed TAFE courses last year. It would be appreciated if you would take a few minutes of your time to complete the attached questionnaire and return it as soon as possible.

The purpose of the survey is to determine your level of satisfaction with the course you completed. Another purpose is to find out whether your course was helpful in your job.

This information is very useful to TAFE staff to assist us to provide a better service for our students.

The information gathered will be handled in strict confidence. Names will not be recorded against or associated with responses.

Thank you very much for your time and co-operation. If you would like to ask any questions about the survey or have additional relevant information, please call Philip Loveder on 332 7822.

To answer the questions please place a tick in the appropriate box, or write your response in the space provided. We would particularly like you to tell us, in the spaces for comments, what was very good, or poor and why. For example, if you consider that the course provided you with ready access to modern equipment, please let us know.

ABOUT YOU AND THE COURSE YOU COMPLETED

1. Did you complete a TAFE course last year?
   (Tick one box only)

   Yes . . . . . ☐ 1 No . . . . . ☐ 2

If 'No' please give the name of the TAFE course you undertook last year, and state when you expect to complete this course.

COURSE NAME: _____

COLLEGE: _____

WHEN DO YOU EXPECT TO COMPLETE IT: _____

Do not complete any more questions but return this questionnaire in the envelope provided.

2. Which TAFE course did you complete last year?
   Full title of course: _____

3. College: _____

OFFICE USE

ISSAS COURSE CODE ☐☐☐

COLLEGE CODE ☐☐

4. What is your gender (sex)?
(Tick one box only)

Male . . . . . ☐ 1 Female . . . . . ☐ 2

5. How old are you?
(Place the appropriate number in the box)

1. 15 - 17 years . . . . . .
2. 18 - 20 years . . . . . .
3. 21 - 25 years . . . . . .
4. 26 - 30 years . . . . . .
5. 31- 40 years . . . . . .
6. 41 - 50 years . . . . . .
7. 51 and over . . . . . .

☐ 1 to 7

6. What level of secondary school did you complete?
(Tick one box only)

Less than Year 10 ... ☐ 1 Year 10 ... ☐ 2 Year 11 ... ☐ 3 Year 12 ... ☐ 4

7. Do you consider you belong to any of the following groups?
(Tick one box for each)

		YES	NO
7a.	Aborigines or Torres Strait Islanders	☐ 1	☐ 2
7b.	People from non-English speaking backgrounds	☐ 1	☐ 2
7c.	People with physical or intellectual disabilities	☐ 1	☐ 2

ABOUT YOUR COURSE

8. What was your MAIN reason for doing the course?
(Place the appropriate number in the box)

1. To get a job . . . . . .
2. Requirement of my job . . . . . .
3. To get a better job or promotion . . . . . .
4. To get extra skills for my present job . .
5. To try for a different career . . . . . .
6. To get into another course . . . . . .
7. For personal development . . . . . .

☐ 1 to 8

8. Just for interest . . . . . .

9. Other (please say why)_____

_____

9. In general, how satisfied were you with the course?
(Tick one box only)

Satisfied . . . . . ☐ 1 Neutral . . . . . ☐ 2 Dissatisfied . . . . . ☐ 3

COMMENTS_____

_____

10. How would you rate the following aspects of your course?
(Tick one box for each aspect.)

(NOTE: If the different parts of your course varied a great deal try to give an 'overall' rating)

		GOOD	FAIR	POOR
10a.	Help in selection of the course and subjects	☐ 1	☐ 2	☐ 3
10b.	Organisation of the course	☐ 1	☐ 2	☐ 3
10c.	Up to date subject content	☐ 1	☐ 2	☐ 3
10d.	Fairness of assessments	☐ 1	☐ 2	☐ 3
10e.	Adequacy of equipment	☐ 1	☐ 2	☐ 3
10f.	Adequacy of facilities (e.g. workshops, lecture rooms)	☐ 1	☐ 2	☐ 3
10g.	Adequacy of college services (e.g. childcare, counselling, student accommodation)	☐ 1	☐ 2	☐ 3
10h.	Vocational/remedial support	☐ 1	☐ 2	☐ 3

COMMENTS OR EXAMPLES:

_____

_____

_____

_____

11. In general, did you consider that the costs of the course were reasonable for what you received?
(Tick one box only)

Yes . . . . . ☐ 1 No . . . . . ☐ 2

12. As a result of doing the course, do you believe any of the following is true?
(Tick one box for each item)

		YES	NO	NOT APPLICABLE
12a.	My prospects for getting a job have improved	☐ 1	☐ 2	☐ 3
12b.	My prospects for getting a better job have improved	☐ 1	☐ 2	☐ 3
12c.	I am better prepared to go on to another course	☐ 1	☐ 2	☐ 3
12d.	I have greater confidence in my skills and abilities	☐ 1	☐ 2	☐ 3
12e.	My life in general has been helped	☐ 1	☐ 2	☐ 3

COMMENTS: _____

_____

13. Would you recommend this course to a friend?
(Tick one box only)

Yes . . . . . ☐ 1 No . . . . . ☐ 2

WHY: _____

_____

14. In general, how satisfied are you with the College?
(Tick one box only)

Satisfied . . . . . ☐ 1 Neutral . . . . . ☐ 2 Dissatisfied . . . . . ☐ 3

COMMENTS _____

_____

15. Are there any college services which should be phased out?
(Tick one box only)

Yes . . . . . ☐ 1 No . . . . . ☐ 2

If 'Yes' please give details _____

_____

ABOUT YOUR CURRENT JOB (if you do not have a job, please go to question 20)

16. What proportion of the skills/knowledge gained from your course do you use in your present job?
(Place the appropriate number in the box)

1. 76 - 100% (use all or most of the skills/knowledge). . . . . .
2. 51 - 75% (use about half or three quarters of the skills/knowledge)
3. 26 - 50% (use between a quarter and a half of the skills/knowledge)
4. 6 - 25% (minimal use of the skills/knowledge) . . . . . .
5. 0 - 5% (very little or no use). . . . . .

☐ 1 to 5

17. How relevant is what you studied to your present job?
(Tick one box only)

Highly relevant ☐ 1 Some relevance ☐ 2 Very little relevance ☐ 3 Not relevant at all ☐ 4

18. Did you get your present job <u>after</u> starting your course?
(Tick one box only)

Yes . . . . . ☐ 1 No . . . . . ☐ 2

If you answered 'Yes', please go straight on; otherwise go to question 20.

19. How helpful were your studies in getting this job?
(Place the appropriate number in the box)

1. Essential, I would not have got the job without it .
2. Very helpful, but it was not essential . . . . . .
3. It helped a bit . . . . . .
4. It made no difference . . . . . .

☐ 1 to 4

ABOUT YOUR FURTHER STUDY

20. Have you undertaken any other studies since you finished your TAFE course last year?
(Tick one box only)

Yes . . . . . ☐ 1 No . . . . . ☐ 2

If you have answered 'Yes', please continue to answer this section. If "No", thank you, you have now completed the questionnaire. Please go to end of questionnaire.

21. Which of the following best describes the organisation you have enrolled in?
(Tick one box only)

TAFE . . . ☐ 1 UNIVERSITY/CAE . . . ☐ 2 OTHER (Please specify): _____ ☐ 3

_____

22. How much do your current studies relate to your previous TAFE course?
(Place the appropriate number in the box)

1. Totally related . . . . . .
2. Highly related . . . . . .
3. Some relevance . . . . . .
4. Very little relevance . . . . .
5. Not related at all . . . . . .

☐ 1 to 5

THANK YOU FOR COMPLETING THIS QUESTIONNAIRE

Please return it in the reply-paid envelope as soon as possible, or post direct to:

TAFE National Centre for Research and Development
252 Kensington Road
LEABROOK 5068

SOUTH AUSTRALIAN DEPARTMENT OF EMPLOYMENT, TECHNICAL AND FURTHER EDUCATION

SURVEY OF STUDENTS WHO WITHDREW

We are seeking your assistance in this survey. To improve our service to students we would like to know why you left, and how satisfied you were with the course you began.

This questionnaire is being sent to those who withdrew from their course. However, in some cases we only have records of subject withdrawers. If you withdrew from a subject but not the whole course, please answer the first three questions only.

The information gathered will be handled in strict confidence. Names will not be recorded against or associated with responses.

Thank you very much for your time and co-operation. If you would like to ask any questions about the survey or have additional relevant information, please call Philip Loveder on 332 7822.

To answer the questions please place a tick in the appropriate box, or write your response in the space provided. We would particularly like you to tell us, in the spaces for comments, what was very good or poor and why. For example, if you consider that the course provided you with ready access to modern equipment please let us know.

ABOUT YOU AND THE COURSE YOU STARTED

OFFICE USE
ISSAS COURSE CODE ☐☐☐
COLLEGE CODE ☐☐

1. Which TAFE course did you enrol in this year?
   Full title of course: _____

2. College: _____

3. According to our records, this year you enrolled in a TAFE course and later withdrew from the whole course or withdrew from a subject. Have you withdrawn from the course?
   (Tick one box only)

   Yes . . . . . ☐ 1 No . . . . . ☐ 2

If 'No', thank you for your help. Please return the questionnaire in the reply-paid envelope provided.

4. What is your gender (sex)?
   (Tick one box only)

   Male . . . . . ☐ 1 Female . . . . . ☐ 2

5. How old are you?
(Place the appropriate number in the box)

1. 15 - 17 years . . . . . .
2. 18 - 20 years . . . . . .
3. 21 - 25 years . . . . . .
4. 26 - 30 years . . . . . .
5. 31- 40 years . . . . . .
6. 41 - 50 years . . . . . .
7. 51 and over . . . . . .

☐ 1 to 7

6. What level of secondary school did you complete?
(Tick one box only)

Less than Year 10 ... ☐ 1 Year 10 ... ☐ 2 Year 11 ... ☐ 3 Year 12 ... ☐ 4

7. Do you consider you belong to any of the following groups?
(Tick one box for each)

7a.	Aborigines or Torres Strait Islanders	☐ 1	☐ 2
7b.	People from non-English speaking backgrounds . . .	☐ 1	☐ 2
7c.	People with physical or intellectual disabilities	☐ 1	☐ 2

8. Do you intend to complete the course?
(Tick one box only)

Definitely not ☐ 1 Possibly ☐ 2 Definitely at sometime ☐ 3 Definitely next year ☐ 4

WHY YOU WITHDREW

Please consider the following list of reasons for leaving the course.

Employment Reasons

I started a job 01

I changed jobs 02

I started on a Government Scheme (e.g. Australian Traineeship System) 03

My employer withdrew me from the course . . . 04

I lost my job 05

Study Reasons

My educational background was not suitable for the course 06

I was failing in the course 07

I transferred to another course 08

The course no longer related to my plans 09

The course was not what I expected 10

I found the course too hard 11

I disliked the course 12

I disliked the way it was taught 13

I had gained what I wanted from the section of the course I had completed 14

Personal Reasons

I moved from the area 15

I was sick 16

Family reasons prevented my continuing 17

My needs for childcare were not met 18

Financial reasons prevented my continuing 19

There were too many pressures on my time . . . 20

I had difficulty with transport 21

I could not get suitable accommodation 22

9. Of the reasons listed above ***(numbered 01 to 22)*** what do you believe is your MAIN REASON for withdrawing?

(Place the appropriate number (01 to 22) in the box) . . . . . ☐ 01 to 22

10. Are there any other major reasons why you withdrew which are not listed above?

If so, please say what they were: _____

_____

MORE ABOUT THE COURSE YOU BEGAN

11. What was your main reason for starting the course?
(Please put the appropriate number in the box)

1. To get a job
2. To get a better job or promotion
3. To get extra skills for my present job
4. To try for a different career
5. To get into another course
6. For personal development
7. Just for interest
8. Other (please say why): _____

☐ 1 to 8

_____

_____

_____

12. In general, how satisfied were you with the section of the course you completed?
(Tick one box only)

Satisfied . . . . . ☐ 1 Neutral . . . . . ☐ 2 Dissatisfied . . . . . ☐ 3

COMMENTS: _____

_____

13. In general did you consider that the costs of the course were reasonable for what you received?
(Tick one box only)

Yes . . . . . ☐ 1 No . . . . . ☐ 2

COMMENTS: _____

_____

14. In general, how satisfied are you with the College?
(Tick one box only)

Satisfied . . . . . ☐ 1 Neutral . . . . . ☐ 2 Dissatisfied . . . . . ☐ 3

COMMENTS: _____

_____

15. Would you recommend this course to a friend?
(Tick one box only)

Yes . . . . . ☐ 1 No . . . . . ☐ 2

WHY? _____

_____

16. If you would like to add any comments about your college or your course please write it here:

_____

_____

_____

_____

_____

THANK YOU FOR COMPLETING THIS QUESTIONNAIRE

Please return it in the reply-paid envelope as soon as possible, post it direct to:

TAFE National Centre for Research and Development
252 Kensington Road
LEABROOK 5068

SOUTH AUSTRALIAN DEPARTMENT OF EMPLOYMENT, TECHNICAL AND FURTHER EDUCATION

SURVEY OF INDUSTRY USING TAFE CUSTOMISED SERVICES FROM ELIZABETH COLLEGE OF TAFE

We are seeking your assistance in this survey of organisations who have bought services from Elizabeth College such as fee-for-service courses (either at TAFE or in the workplace), or consulting services (for example skills analysis, training needs analysis, or development of a training program).

The aim of the survey is to help us to learn if we are providing a good service to industry and how it could be improved.

Education, like every other industry, wishes to serve its clients and is accountable for this. For TAFE the clients are its students and those like yourself, who pay for its services. To enable us to provide a better and more responsive service we would be very grateful if you would take a few minutes to complete the following questionnaire. Could you do so as soon as possible please and then return it to us in the enclosed reply-paid envelope.

Should you have any queries, please ring Mr Philip Loveder (08-332 7822) at the TAFE National Centre for Research and Development.

YOUR FIRM OR ORGANISATION

Please let us know about your firm/organisation located in South Australia by answering the following questions:

1. What is the main area of activity of your firm/organisation?
(place the appropriate number in the box)

Agriculture	01
Mining	02
Manufacturing	03
Electricity, gas, water	04
Construction	05
Wholesale or retail trade including installation and repair of equipment	06
Transport and storage	07
Communication/information technology	08
Public Accountant, finance, property & business services	09
Public Administration	10
Defence	11
Community Services including health, education, research & police	12
Hospitality, recreation, personal and other services	13
General consulting engineering including drafting and design services	14
None of the above:	15

01 to 15 ☐

- please specify:_____

_____

2. Is your firm or organisation within the:
(tick one box only)

Private sector ☐ 1 Semi-government sector ☐ 2 Public sector ☐ 3

3. Approximately how many employees are there in your firm/organisation?
(place the appropriate number in the box)

1. 1 - 10 employees . . . . . .
2. 11 - 50 employees . . . . . .
3. 51 - 100 employees . . . . . .
4. 101 - 200 employees . . . . . .
5. 201 - 500 employees . . . . . .
6. 501 - 1000 employees . . . . . .
7. over 1000 employees . . . . . .

☐ 1 to 7

THE TAFE SERVICES PROVIDED

4. What service has your company bought from Elizabeth College?
(tick one box for each)

		YES	NO
4a.	Training provided at TAFE	☐ 1	☐ 2
4b.	Training provided at the workplace . .	☐ 1	☐ 2
4c.	Train-the-trainer program	☐ 1	☐ 2
4d.	Skills analysis/skills audit.	☐ 1	☐ 2
4e.	Training needs analysis	☐ 1	☐ 2
4f.	Development of a Training program for you to provide	☐ 1	☐ 2
4g.	Other:	☐ 1	☐ 2

- please give details: _____

_____

_____

_____

5. How well informed are you about Elizabeth College's services?
(tick one box for each row)

		Well Informed	Partly Informed	Not Informed
5a.	Fee-for-service courses	☐ 1	☐ 2	☐ 3
5b.	Consulting services	☐ 1	☐ 2	☐ 3

6. How would you rate the following aspects of the College's services paid for by your company?
(tick one box in each row)

		GOOD	FAIR	POOR	NOT APPLICABLE
6a.	The benefit to your staff's performance.	☐ 1	☐ 2	☐ 3	☐ 4
6b.	Technical content of what was provided .	☐ 1	☐ 2	☐ 3	☐ 4
6c.	Relevance to new industrial processes and technology	☐ 1	☐ 2	☐ 3	☐ 4
6d.	Inclusion of up-to-date occupational health and safety measures	☐ 1	☐ 2	☐ 3	☐ 4
6e.	Relevance to your particular needs . . .	☐ 1	☐ 2	☐ 3	☐ 4
6f.	Speed with which the college responded to your needs	☐ 1	☐ 2	☐ 3	☐ 4
6g.	Competence of the staff involved	☐ 1	☐ 2	☐ 3	☐ 4
6h.	Responsiveness of college administration	☐ 1	☐ 2	☐ 3	☐ 4

7. Overall, how satisfied is your firm/organisation with Elizabeth College's paid service to industry?
(tick one box only)

Satisfied . . ☐ 1 Neutral . . ☐ 2 Dissatisfied . . ☐ 3

8. In general, did you consider that the costs of the service were reasonable for what you received?
(tick one box only)

YES . . . . . ☐ 1 NO . . . . . ☐ 2

9. What in your view, are the <u>most satisfactory aspects</u> of the college's services for your firm/organisation?
(give brief details)

_____

_____

_____

_____

10. What, in your view, are the <u>least satisfactory aspects</u> of the college's services for your firm/organisation?
(give brief details)

_____

_____

_____

_____

11. How could the college change or be improved to produce better outcomes for its industry clients?

_____

_____

_____

_____

12. Are there any college services which you consider should be phased out?

_____

_____

_____

_____

13. Has your firm/organisation paid for training services from any TAFE colleges other than Elizabeth?

Yes . . . . . ☐ 1

No . . . . . ☐ 2

If yes, please list the colleges and services:

_____

_____

_____

14. OPTIONAL - This form is confidential and no name is required. However TAFE staff may wish to follow up some of your comments. It would be helpful, therefore, if you could provide some contact details:

Name: _____ Phone number: _____

Firm/Organisation: _____

THANK YOU FOR COMPLETING THIS QUESTIONNAIRE

Please return the completed form by 10 December 1990 in the reply-paid envelope or direct to:

Mr Philip Loveder
TAFE National Centre for Research and Development Ltd
252 Kensington Road
LEABROOK SA 5068

SOUTH AUSTRALIAN DEPARTMENT OF EMPLOYMENT, TECHNICAL AND FURTHER EDUCATION

SURVEY OF EMPLOYERS OF MECHANICAL ENGINEERING TRADESPERSONS

We are seeking your assistance in this survey of employers hiring staff with Mechanical Engineering training at the **Tradesperson** level.

The aim of the survey is to ensure the relevance and usefulness of TAFE's training at the tradesperson level to the needs of industry.

If you supervise/employ staff with Mechanical Engineering training provided by TAFE or believe staff training needs could be met by TAFE, please complete this questionnaire. If not, please pass this survey on to an appropriate colleague in your firm or organisation. If you would like to clarify any aspect of the survey please phone Susan Dean on (08) 332 7822.

TAFE'S CURRENT PROVISION FOR MECHANICAL ENGINEERING TRADESPERSONS

TAFE Course	Colleges where this course is available
Certificate in Moulding (Basic Trade)	Panorama
Certificate in Fitting and Machining (Basic Trade)	E, No, Po, Re, SE, W
Certificate in Black Smithing (Basic Trade)	Panorama
Certificate in Metal Fabrication (Basic Trade)	E, Pa, Pi, Po, SE, W
Certificate in Pattern Making (Basic Trade)	Marleston
Certificate in Saw Doctoring (Basic Trade)	South East
Certificate in Optical Mechanics (Basic Trade)	Panorama
Certificate in Voc. Ed. (Fitting & Machining)	South East
Certificate in Moulding	Panorama
Certificate in Voc. Ed. (Metal Fab/Automotive Mechanics)	L, M, Na, Pi
Certificate in Voc. Ed. (Engineering - Multi-Trade)	CP, E, EP, K, M, Na, No, Pa, Pi, Po, Re, Ri, W
Certificate in Voc. Welding	CP, E, EP, K, L, M, Na, No, Pa, Pi, Po, Re, Ri, SE, W

Key:

CP	-	Croydon Park	Pa	-	Panorama
E	-	Elizabeth	Pi	-	Pirie
EP	-	Eyre Peninsula	Po	-	Port Augusta
K	-	Kingston	Re	-	Regency
L	-	Light	Ri	-	Riverland
M	-	Murraylands	SE	-	South East
Na	-	Naracoorte	W	-	Whyalla
No	-	Noarlunga			

YOUR FIRM OR ORGANISATION

Please give a profile of your firm/organisation located in South Australia by answering the following questions.

1. Is your firm or organisation within the:
(tick one box)

private sector ☐ 1 semi-government sector ☐ 2 public sector ☐ 3

2. What is the <u>main</u> area of activity of your firm/organisation?
(tick one box)

Agriculture	01	☐ 01 to 15
Mining	02	
Manufacturing	03	
Electricity, gas, water	04	
Construction	05	
Wholesale or retail trade including installation and repair of equipment	06	
Transport and storage	07	
Communication/information technology	08	
Public Accountant, finance, property & business services	09	
Public Administration	10	
Defence	11	
Community Services including health, education, research & police	12	
Hospitality, recreation, personal and other services	13	
General consulting engineering including drafting and design services	14	
None of the above:	15	

- please specify:_____

_____

3. Approximately how many employees are there in you
(place the appropriate number in the box)

1.	1 - 10 employees	☐ 1 to 7
2.	11 - 50 employees	
3.	51 - 100 employees	
4.	101 - 200 employees	
5.	201 - 500 employees	
6.	501 - 1000 employees	
7.	over 1000 employees	

4. **Of these employees, approximately how many are employed at the Tradesperson level?**

(occupations at this level include toolmakers, fitters, metal machinists, blacksmiths, saw doctors, optical mechanics etc.)
(place the appropriate number in the box)

1. 1 - 10 employees . . . . . .
2. 11 - 20 employees . . . . . .
3. 21 - 50 employees . . . . . .
4. 51 - 100 employees . . . . . .
5. over 100 employees . . . . . .

☐ 1 to 5

TAFE's TRAINING

5. How would you rate the following aspects of TAFE's training for Mechanical Engineering Tradespersons?
(tick one box in each row)

		GOOD	FAIR	POOR	UNABLE TO COMMENT
5a.	The benefit of TAFE training on the performance of your staff	☐ 1	☐ 2	☐ 3	☐ 4
5b.	Technical content of courses	☐ 1	☐ 2	☐ 3	☐ 4
5c.	Relevance of training to new industrial processes and technology	☐ 1	☐ 2	☐ 3	☐ 4
5d.	Concern with occupational health and safety	☐ 1	☐ 2	☐ 3	☐ 4
5e.	Relevance of training to jobs done by your staff	☐ 1	☐ 2	☐ 3	☐ 4
5f.	Quality of instruction given by TAFE lecturers	☐ 1	☐ 2	☐ 3	☐ 4
5g.	Availability of training in the local area	☐ 1	☐ 2	☐ 3	☐ 4

6. **In general, how satisfied is your firm/organisation with TAFE's Tradesperson level training in Mechanical Engineering?**
(tick one box only)

Satisfied ☐ 1 Neutral ☐ 2 Dissatisfied ☐ 3

7. **In General, do you consider that the costs of TAFE's Tradesperson level training in Mechanical Engineering are reasonable for what is received?**
(tick one box only)

YES . . . . . ☐ 1 NO . . . . . ☐ 2

8. What in your view, are the most satisfactory aspects of TAFE's current training provisions at the Tradesperson level?

_____

_____

_____

_____

9. What, in your view, are the least satisfactory aspects of TAFE's current training provisions at the Tradesperson level?

_____

_____

_____

_____

10. What changes or improvements do you believe TAFE needs to make to its Tradesperson training in Mechanical Engineering?

_____

_____

_____

_____

11. TAFE offers a number of Mechanical Engineering courses at the Tradesperson level. Could you please rate how well informed you feel you are about each of these courses?
(tick one box in each row)

	Well Informed	Partly Informed	Not Informed	Not relevant to our organisation
11a. Cert.in Moulding (Basic Trade)	☐ 1	☐ 2	☐ 3	☐ 4
11b. Cert.in Fitting & Machining (Basic Trade)	☐ 1	☐ 2	☐ 3	☐ 4
11c. Cert.in Black Smithing (Basic Trade)	☐ 1	☐ 2	☐ 3	☐ 4
11d. Cert.in Metal Fabrication (Basic Trade)	☐ 1	☐ 2	☐ 3	☐ 4
11e. Cert.in Pattern Making (Basic Trade)	☐ 1	☐ 2	☐ 3	☐ 4
11f. Cert. in Saw Doctoring (Basic Trade)	☐ 1	☐ 2	☐ 3	☐ 4
11g. Cert.in Optical Mechanics (Basic Trade)	☐ 1	☐ 2	☐ 3	☐ 4

11h. Cert.in Voc.Ed. (Fitting & Machining)	☐ 1	☐ 2	☐ 3	☐ 4
11i. Cert.in Moulding	☐ 1	☐ 2	☐ 3	☐ 4
11j. Cert.in Voc.Ed. (Metal Fab./ Automotive Mechanics)	☐ 1	☐ 2	☐ 3	☐ 4
11k. Cert.in Voc.Ed. (Engineering - Multi-Trade)	☐ 1	☐ 2	☐ 3	☐ 4
111. Cert.in Voc.Welding	☐ 1	☐ 2	☐ 3	☐ 4

12. What additional information on TAFE courses and training would you be interested in obtaining?

_____

_____

_____

_____

13. (OPTIONAL)
TAFE Mechanical Engineering staff may wish to follow up some of your comments. It would be helpful, therefore, if you could provide some contact details:

Name _____ Phone number _____

Firm/Organisation _____

THANK YOU FOR COMPLETING THIS QUESTIONNAIRE

Please return the completed form by 10 December 1990 in the reply-paid envelope or direct to:

TAFE National Centre for Research and Development Ltd
252 Kensington Road
LEABROOK SA 5068

Our reference: HP80/JK:pa

30 November 1990

Dear Former Student

As a major provider of training, Elizabeth College is concerned to ensure that in addressing the increased demand for training, it provides relevant, and appropriate programs and services to its students.

To assist the College maintain a program of high quality training and facilities, we are seeking your help in a short survey of selected former students. The enclosed questionnaire will require only a few minutes of your time to complete. The information gathered will be handled in the strictest confidence.

The questionnaire relates to the course you were previously enrolled in, your satisfaction with the college, its facilities and courses.

It is very important to us that you complete the questionnaire and return it as soon as possible. This study has the full support of Elizabeth College, and your co-operation in completing the questionnaire is appreciated.

Yours sincerely

Principal

enc

Our reference: HP80/JK:pa

5 December 1990

Dear Former Student

Recently I wrote to ask for your co-operation in our survey of former students.

We are relying on the information from this survey to help us improve our college facilities and courses and we therefore depend upon a response from our selected former students. If you have not yet returned the survey form I would appreciate you finding a few moments to complete and return it within the next few days. Thank you if you have already done so.

Copies of the questionnaire are available from Philip Loveder (telephone (08) 332 7822) if your original form has been misplaced. Philip can also help with any queries you may have about the survey.

Thank you for your co-operation.

Yours sincerely

Principal

Our reference: HP80/JK:pa

30 November 1990

Dear Former Client

As a major provider of training, DETAFE and Elizabeth College especially, are concerned to ensure that in addressing the increased demand for training, we provide relevant and appropriate programs and services to our clients.

As a former client of Elizabeth College, we invite you to participate in a survey being undertaken to discover whether we are providing a good service to industry, and how it could be improved.

The questionnaire will require only a few minutes of your time to complete, and will be treated in the strictest confidence. We ask that you please complete the questionnaire as soon as possible, and return it to us in the enclosed reply-paid envelope.

This study has the full support of the College. Your participation in the survey is important in assisting Elizabeth College to better meet the training needs of industry. I thank you in anticipation of your co-operation.

Yours sincerely

Principal

enc

Our reference: HP80/JK:pa

5 December 1990

Dear Former Client

Recently I wrote to ask for your co-operation in our survey of former clients.

We are relying on the information from this survey to help us improve our services to industry and we therefore depend upon a response from our selected former clients. If you have not yet returned the survey form I would appreciate you finding a few moments to complete and return it within the next few days. Thank you if you have already done so.

Copies of the questionnaire are available from Philip Loveder (telephone (08) 332 7822) if your original form has been misplaced. Philip can also help with any queries you may have about the survey.

Thank you for your co-operation.

Yours sincerely

Principal

Dear Employer

The demand for vocational training has been expanding for some time. The growing emphasis enterprises place upon skills, and the restructuring of awards linking training to career paths, will see the demand continue to expand. This is particularly true in mechanical engineering.

As a major provider of training, DETAFE is concerned to ensure that in addressing the increased demand for training, it provides relevant, and appropriate programs.

To assist the Department maintain a program of high quality training relevant to your industry, you are invited to participate in a survey being undertaken within your industry by the Department.

A set of four questionnaires is enclosed. These questionnaires require only a few minutes to complete. Each questionnaire relates only to the training TAFE provides at a particular level (that is, technical officer/associate engineer, technician, tradesperson and operator). Some background information on what TAFE provides for each level is included on the form.

You may wish to direct the questionnaires to relevant supervisors within your enterprise.

Your co-operation in completing the questionnaires will assist DETAFE better meet the training needs in your industry.

Yours sincerely

Chief Executive Officer

16 November 1990

Dear Sir/Madam

Recently I wrote to ask for your co-operation in our survey of Mechanical Engineering employers.

We are relying on the information from this survey to help us improve our courses and we therefore depend upon a response from our selected employers. If you have not yet returned the survey form I would appreciate you finding a few moments to complete and return it within the next few days. Thank you if you have already done so.

Copies of the questionnaire are available from Susan Dean (telephone (08) 332 7822) if your original form has been misplaced. Susan can also help with any queries you may have about the survey.

Thank you for your co-operation.

Yours sincerely

Chief Executive Officer

29 November 1990